



PRIMARY
PUPIL PREMIUM AND SPORTS
PREMIUM POLICY

2017 - 2018



Description	Tag
The Principal of the academy	Peter Watkins
The academic year	2017/18
Chair of Governors	Patrick Wall
The academy name	Ark Primary Academy

POLICY INFORMATION

Named personnel with designated responsibility

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2017/18	Peter Watkins	Peter Watkins		Patrick Wall
[ACADEMICYEAR]				[GOVERNOR]

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
September 2016	Policy reviewed	Ian Doswell
September 2017	Updated for academic year 17/18	Peter Watkins

INTRODUCTION

The Pupil Premium was introduced to help schools to close the attainment gap between disadvantaged pupils and their peers. It is based on eligibility for Free School Meals (NB – this is a means-tested measure, not related to Universal Infant Free School Meals (UIFSM) or the school meals provided free-of-charge to primary school pupils in areas such as Southwark).

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Primary schools with nurseries will also receive funding for children who are Looked After or previously Looked After or whose parents receive the same benefits that would qualify the child for Free School Meals once they enter Reception. The funding that these nursery children receive is called the **Early Years Pupil Premium** and the amount available varies between Local Authority areas.

Each school must publish an account of their Pupil Premium spending each academic year. As a minimum, the same information should be reported to governors. This must include:

- The school's Pupil Premium allocation for the current academic year
- Details of how the school intends to spend the allocation
- Details of how the school spent its previous academic year's allocation
- How it made a difference to the attainment of disadvantaged pupils

PE AND SPORTS GRANT FUNDING (PRIMARY SCHOOLS)

Background

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to fund improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2014 to 2015 academic year so that they develop healthy lifestyles.

As part of the Government's childhood obesity strategy (August 2016), additional money is expected to be made available for these grants in future years. Ofsted will assess the effectiveness of the spending of this money.

The funding details for 2016-17 have not been confirmed. The funding arrangements in 2015 to 2016 were:

- Schools with 16 or fewer eligible pupils receive £500 per pupil.
- Schools with 17 or more eligible pupils receive £8,000 and an additional payment of £5 per pupil.

Reporting / publication requirements

Since April 2014 schools have been required to publish on their website, information about their use of the PE and Sport Grant allocation. Schools should publish:

- the amount of grant received
- how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment as a result, to help to ensure that all pupils develop healthy lifestyles.

Pupil premium strategy statement: Ark Primary Academy

Summary information					
School	Ark Primary Academy Strategy				
Academic Year	2017/18	Total PP budget	£101 500	Date of most recent PP Review	Oct 2017
Total number of pupils	411 (r – 6) 467 inc Nursery	Number of pupils eligible for PP	75	Date for next internal review of this strategy	Feb 2017

Current Attainment			
<i>Figures given are for 2016/17 KS2 cohort</i>	All Pupils	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	79%	62%	89%
Progress in reading	+0.19	1.19	-0.36
Progress in writing	-3.5	-4.36	-3.02
Progress in maths	1.69	0.30	2.46

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
• 1	Pupil Premium children have tended to attain lower in maths	
• 2	Pupil Premium children are likely to be passive learners with a lower expectation of themselves and can easily “slip through the net” in lessons. This also affects higher-ability children. This means that they are less likely to persevere at tasks and they admit that they will always be tempted to copy from another student. Many do not complete homework.	
• 3	Some of our most vulnerable pupils have social, emotional and mental health issues leading them at times to exhibit challenging behaviour and have low resilience to challenging tasks and/or find that issues with relationships can affect their learning.	
• 4	A specific group comprising girls in receipt of Pupil Premium who are also Black/Black British in year 5 make less progress than their peers and need focussed support and tracking.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
4	A lack of expectation from home leads to passivity in the class that may not be picked up by teachers.	
5	Crossover with PP pupils that are also of other “vulnerabilities”, eg SEN, LAC	
6	Attendance was on average 1% lower for Pupil Premium than for non-Pupil Premium for 2016/17	
7	Pupil achievement may be limited by pupils’ experience outside of school.	
Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve Pupil Premium attainment in maths	<ul style="list-style-type: none"> • PP pupils make progress in line with other pupils across key stage 2 • PP attainment in maths is in line with other pupils across Key Stage 2 • PP children make good progress in maths lessons because they are targeted by the

		teachers
B.	Improve Pupil Premium attendance in school	No significant difference in pupil premium and non-PP attendance across the school No significant difference in persistent absence rates between PP and non-PP children.
C.	Increase achievement of cohort-specific Pupil Premium children in year 5	Raise in attainment for the whole year 5 cohort. All PP pupils in this cohort make in-year progress in line with their peers No attainment gaps between PP and non-PP (for non-SEN children) at each assessment point End of Key Stage performance in 2018/19 shows no significant gaps in pupil achievement.
D.	Improve the attendance of pupil premium children on trips and visits.	Attendance of PP children on trips and visits tracked and systematically checked PP children not attending trips are targeted and bespoke solutions put in place No difference in attendance for PP and non-PP children on all trips and visits, including residential trips.
E.	Develop the mental health and resilience of Pupil Premium children.	Pupil premium children make good progress in lessons. Support in place to support resilience and mental health of PP children No difference between % of children in detentions that are PP.

Planned expenditure						
Academic year	2017/18					
i. Quality of teaching or all						
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
All children to have access to teaching assistant.	Deployment of additional adults around the school	Targeted support of other adults to PP children.	Job descriptions and performance management of additional adults	PWA		Approx. 18% of TA salaries = £50 400
Rapid intervention for those that do not meet learning objectives in lessons	“Same-day” intervention model	Many children, including PP, do not receive timely and effective intervention.	SLT monitoring on a daily basis.	PWA		30 mins of TA support per class = £150 per day = £750 per week = £25 500. 18% = approx. £3570
Support for spellings	“Get Spelling” programme	Analysis of writing shows that many children, especially PP boys in year 6, did not attain ARE because of spelling	SLT monitoring	PWA		Resource + training + monitoring = £250
Quality of teaching for PP children in lessons	Termly PP reviews with both external and internal staff	In line with best practice and to ensure that PP remains high profile with all teachers	Senior staff alongside teachers and external reviewer to ensure quality.	PWA		External auditor = £1000 + cover @£200 per day + SLT costs = £3000
EAL support	To ensure that children new to English can access the curriculum fully.	A high number of children new to English arriving.	Termly assessments from teachers			6 children, 2 sessions per week = £20 per week for £6 weeks + prep = £1000

Planned expenditure						
Academic year	2017/18					
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
A (PP maths achievement)	Teachers to have PP children named on their lanyards	PP review showed that children were passive and were not “high profile” in lessons	Check through termly PP reviews Pupil Progress Meetings	PWA		£100
A (PP maths achievement)	Number box interventions	Catch-up needs identified in maths	Training provided and regular check-in with staff; ongoing assessments completed.	COS		6 children daily = 1 hour per day = £15 per day = £75 per week = £2700 + training = £3000
A (PP maths achievement)	“Maths gaps” – daily intervention	Catch-up needs identified in maths	Training, support and tracking of children’s assessments	COS		1 hour per week = £15 per week = £40 + training = £600
A (PP maths achievement)	Allocate funds for maths interventions	All PP children not making progress have a full catch-up programme	Establish at PP review and SLT meetings	PWA		£7000
B (attendance)	Full programme of meetings and referrals for attendance	Identify PP children with low attendance	Systematic monitoring and regular check of data	PWA		1 hour per week @ £40 per hour + PA time + raffle prizes = £2500

Planned expenditure						
Academic year	2017/18					
ii. Targeted support (continued)						
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
C (year 5)	Identified as a cohort with high SEN need.			PWA		HT – 2 x £40 per hour per week = £2400 AHT support - £1800 Release time for teacher - £20 x 2 hours per week = £1360 + training = £6000
D (trips and visits)	Set up and maintain systems for tracking attendance on trips	Identified as best practice and anecdotal evidence suggests this is an issue	Systematic meetings and tracking	PWA		£40 per hour every 3 weeks + meetings = £700 + admin time = £1000
D (trips and visits)	Allocate funding to support families on trips and in-school visits	Provide financial support for families unable to pay	Track attendance	PWA		£30 per class per term = £1350 + additional for residential and in-school visits = £2500
D (trips and visits)	Allocate funding for children unable to pay for after-school clubs	Provide financial support for families unable to pay	Track take-up	PWA		£10 per PP child for 2 terms + admin costs = £1500

Planned expenditure						
Academic year	2017/18					
ii. Targeted support (continued)						
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
E (mental health)	Improve resilience and relationships for all children.	Complete programme of mental health intervention.	Informal, ongoing evaluation through Progress Meetings and behaviour logs	PWA		Mentoring - £70 per week = £2520 Sensory – 1.5 hours per week = £810 Lego - £100 per week - £3600 £3430
E (mental health)	TAMHS	Professional clinical therapeutic support for children				Approx £30 per hour for 1 student per week + costs in school = £2500

Review of expenditure						
Academic year	2016/17					
i. Quality of teaching or all						
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Staff lead	Review	Cost
Improved reading outcomes in EYFS and KS1	Read Write Inc phonics programme	High phonics outcomes in year 1 High GLD scores in reception All PP children without an identified SEN or Speech and language need passed the phonics screen. Attainment in reading of PP children (without EHCP) is in line with non-PP pupils at this school and all pupils nationally	Improve targeting of parents in EYFS to gain a quicker understanding of those eligible for Pupil Premium. Target PP children for phonics interventions	LAM JOB	Feb 2017	£4,200 £1,500
Improved writing outcomes at KS1 and KS2	Talk for Writing initiative is continued.	Very successful implementation of Talk For Writing, winning recognition from the Princes Teaching Institute. PP children (without ECHP) achieved in line with non-PP at this school. Good support for PP children in year 6 led to high writing attainment for PP children.	Continue to provide similar package of support to identified PP writers in year 6	JOB SVE JOB	Feb 2017	£1,000 £1,100 £5,600

Review of expenditure						
Academic year	2016/17					
i. Quality of teaching or all (continued)						
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Staff lead	Review	Cost
In Class Learning support ensures identified gaps in learning are swiftly identified.	TA support given every morning in all classes to support T4W and Maths Mastery.	Comprehensive allocation of TA support allowed teachers to focus on the needs of learners, including PP.	Allocation of entire terms to PP in maths was worthwhile. Consider how interventions can be improved and made more focused and more frequent.	PWA	Feb 2017	£5,600
Talk for Writing and Maths Mastery programmes are delivered effectively in line with expectations.	Afternoon intervention sessions to be supported by TAs, either in providing class cover or in leading an intervention.	Programme of interventions that included a whole term focusing only on Pupil Premium maths, leading to progress of PP children being in-line with non-PP children.				£5,600

Review of expenditure						
Academic year	2016/17					
iii. Targeted support						
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Staff lead	Review	Cost
All KS1 students pass the Year 1 phonics screen. Pupils identified for retakes in Year 2 pass the phonics screen.	Specialist TA intervention to deliver 1 to 1 phonics catch up programme.	All PP children without an identified SEN or Speech and language need passed the phonics screen.	Identify PP children within phonics programme sooner	COS	Feb 2017	£8,000
Improved oral language skills in EYFS	1 to 1 and small group provision of Nuffield Early Language and Talk Boost intervention for pupils in EYSF.	Talk Boost was very successful and led to better outcomes in writing.	Continue the skills taught by Talk Boost as regular practice by teachers	COS	Jun 2017	£8,200
Disadvantaged pupils with identified speech and language needs are able to access their learning more effectively.	External Speech and Language therapist. Trained TA to deliver 1 to 1 intervention.	One identified PP pupil with significant speech and language need made very good progress.	Maintain funding and allocation for specialist internal and external speech and language therapy in school.	COS	Jun 2017	£16,050

Review of expenditure						
Academic year	2016/17					
ii. Targeted support (continued)						
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Staff lead	Review	Cost
Disadvantaged pupils with EAL make similar progress to non EAL pupils.	Specialist EAL intervention to deliver 1 to 1 and small group support.	Good progress seen from disadvantaged EAL pupils	Ensure that EAL /PP crossover is identified and that EAL provision can be maintained if TA numbers reduce.	COS	Jun 2017	£7,300
Early intervention is delivered to identify pupils to ensure they improve their skills and understanding in maths and meet targets by the end of the year.	Number Box Intervention programme.	Number box seen to be a very successful intervention and one that specifically targeted PP in the Spring term.	Maintain and expand Number Box provision by using skilled staff to train others.	COS	Jun 2017	£3,600
Identified pupils will reach their maths target by the end of KS2.	Rapid Maths intervention scheme	Rapid Maths was delivered with training and tracking of progress.	Improve the tracking process of Rapid Maths assessments.	COS	Jun 2017	£3,600

Review of expenditure						
Academic year	2016/17					
ii. Targeted support (continued)						
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Staff lead	Review	Cost
Identified Year 6 pupils make better than expected progress in order to meet end of year targets.	English and Maths booster session after school.	After-school booster was very effective in securing good outcomes in maths in year 6, especially for higher attaining pupils (53% achieved a "high score" in maths)	Apply same methodology and reasoning to planning of after-school booster this year.	IDO/PWA	Jun 2017	£1,350
Identified Year 6 pupils make better than expected progress in order to meet end of year targets.	Easter school session for 1 week in April.	Easter school was well attended by targeted PP children	Consider impact of Eater school and how the model can be refined to better target PP, including higher attainers.	IDO/PWA	Jun 2017	£400

Review of expenditure						
Academic year	2016/17					
iii. Other approaches						
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Staff lead	Review	Cost
Disadvantaged pupils identified as having emotional and behavioural needs make at least expected progress and have a reduced number of detentions/exclusions (where applicable)	TAHMs Family/One to One therapy	TAHMS was very successful in preventing exclusion of PP children with clear mental health needs.	Ensure that the quality and consistency of TAMHS provision is maintained.	IDO COS TAHMs	Jun 2017	£14,000
Identified disadvantaged pupils at risk of exclusion remain in school and make at least expected progress.	Roe Green Pupil Support Centre	Excellent progress seen for these two pupils, including prevention from exclusion, good key stage 2 results and a successful transition into Ark secondary.	Maintain relationship with this provider and consider use for other pupils in future.	PWA	Feb 2017	£5,400

Review of expenditure						
Academic year	2016/17					
iii. Other approaches (continued)						
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Staff lead	Review	Cost
Pupils identified as needing learning mentor support (Boys who are PP/Black, Black British heritage and SEN) are well supported in school and make at least expected progress.	Extra in class and small group learning mentor intervention for specific group of children identified.	Excellent support provided for the identified group of pupils in year 6. Very good outcomes at the end of year 6 and a high-quality transition to the secondary school.	Repeat this successful model in year 5.	IDO/PWA/T DE	Jun 2017	£12,850

Performance of Pupils in receipt of Pupil Premium

PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF EYFS					
<i>*figures only available for FSM in the EYFS</i>	2014	2015	2016	2017	2018
No. of pupils	7	6	4	1	
% of PP pupils achieving a Good Level Of Development (GLD)	57	50	50	0	
% of non PP achieving a Good Level of Development (GLD)	75	88	85	83%	

PERFORMANCE OF PP ELIGIBLE PUPILS YEAR 1 PHONICS SCREEN					
	2014	2015	2016	2017	2018
No. of pupils	9	7	7	5	
% of PP pupils that passed the phonics screen	100	100	57	60%	
% of non PP that passed the phonics screen.	92	94	92	93%	

PERFORMANCE OF PP ELIGIBLE PUPILS END OF KS1					
<i>*ARE taken as level 2b pre-2016</i>	2014 15 PP Pupils	2015 10 PP pupils	2016 9 PP pupils	2017 7 PP pupils	2018
% of PP pupils achieving ARE in reading	100	100	78	57	
% of PP pupils achieving ARE in writing	93	70	67	43	
% of PP pupils achieving ARE in maths	100	90	78	57	
% of PP pupils achieving above ARE in reading	20	10	11	29	
% of PP pupils achieving above ARE in writing	27	0	22	0	
% of PP pupils achieving above ARE in maths	13	20	11	29	

PERFORMANCE OF PP ELIGIBLE PUPILS END OF KS2					
<i>*ARE taken as "Level 4" for pre-2016 data</i>	2014	2015 <i>24 PP Pupils</i>	2016 <i>23 PP pupils</i>	2017 <i>21 PP pupils</i>	2018
% of PP pupils achieving ARE in reading	-	100	52	90%	
% of PP pupils achieving ARE in writing	-	86	78	67%	
% of PP pupils achieving ARE in maths	-	86	57	81%	
% of PP pupils achieving ARE in reading, writing and maths	-	82	39	62%	
% of PP pupils achieving above ARE in reading	-	41	16	14	
% of PP pupils achieving above ARE in writing	-	36	9	5	
% of PP pupils achieving above ARE in maths	-	18	13	24	
% of PP pupils achieving above ARE in reading, writing and maths	-	27	0	5	
% of PP pupils making expected progress in reading	-	90	35	-	
<i>*% of children making expected progress has been replaced by a "progress measure" from 2016</i>	-	-	-2.9	+1.19	
% of PP pupils making expected progress in writing	-	90	75	-	
<i>*% of children making expected progress has been replaced by a "progress measure" from 2016</i>	-	-	-2.8	-4.36	
% of PP pupils making expected progress in maths	-	70	52	-	
<i>*% of children making expected progress has been replaced by a "progress measure" from 2016</i>	-	-	-3.02	+0.30	

Ark Primary Academy PE Sports Funding 2016/17

Introduction

Ethos

At Ark Primary Academy we recognise the contribution of PE to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

Our Primary School Sports Funding will enable us to continue and extend our provision through employing an additional sports professional, entering into more competitive sports competitions and training our staff to deliver in-house quality PE sessions.

Each school receives £8,000 plus an extra £5 per pupil each year - here at Ark Primary Academy that will mean around £10,100 a year. The money can only be spent on sport and PE provision in schools.

Context of our Academy

Ark Primary Academy is a two form entry primary school which is part of the larger all through academy. There are currently 420 pupils on roll and we have a nursery with a cohort of 60.

Pupil Premium and Deprivation Indicators

Eligibility for pupil premium is 18% which is below the national average of 26.4%

SEND

8.3% of pupils are on the SEND register; below the national average of 15.4%. The percentage of pupils with EHCP plans is 1.9% and is below the national average of 2.8%.

EAL

45% of our pupils are identified as have English as an additional language, which is above the national average of 20.1%

How we are spending the money

Specialist Teaching provision for every child

A PE specialist has been employed to deliver 1 hour of direct PE teaching to every child in the school. This member of staff has also redesigned and developed our PE curriculum to ensure that there is a breadth of provision. He has strong links with the secondary department and has secured use of whole academy facilities in order to provide a wide range of lessons for the children and to develop skills progression across the school.

Further development of the curriculum

New resources and equipment have been purchased to support the work of the PE teacher and to ensure that all teachers are supported in delivering their own weekly PE sessions in every year.

Impact

Through specialised teaching, pupils' enjoyment of PE and fitness levels increased. The range and depth of provision has been significantly increased since the appointment of the PE teacher.

Embed a varied and challenging curriculum across the school to ensure skills progression from the time the children begin school and the time they leave in Year 6. PE planning is now detailed, varied and provides a solid and enriching experience for all children upon which progress within PE can be measured.

Further purchases of equipment have successfully supported the new and more enriched PE curriculum, including rugby, football, and athletics.

Summary of Expenditure

Amount of funding 2016/17	£10, 100
Contribution towards PE specialist salary	£10,000
Contribution towards further resources	£ 100

Reviewing and improving our Sports offer

We will review the quality of the sports offer provided at Ark Primary Academy on an annual basis.

Swimming – Year 6 Children

Of our current year 6 cohort, based on assessments provided by our external provider, 50% of our

children meet the full National Curriculum requirement of being able to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

We have identified that the “self-rescue” component is where our children have not met this requirement and are taking steps to address this issue with the provider of our swimming coaching.

